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ABSTRACT

The school and self-improvement programs instituted at Roy Junior High School include the development of a self-performance evaluative instrument, the incorporation of a daily 15-minute reading session, the encouragement of dance and movement education through use of visiting professionals, and implementation of a self-esteem improvement mechanism between well-adjusted and less self-confident students. Community involvement occurs through the "Adopt A Grandparent" program, as well as through positive teacher-parent contact. A revision of class period structuring and community achievement activities add to the school's nontraditional operation. (LH)

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ROY JUNIOR HIGH SCHOOL

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ROY JUNIOR HIGH SCHOOL

REDSKIN IMAGES

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ROY JUNIOR HIGH SCHOOL

Management By Objectives

Upon his arrival in the Weber County School District in the fall of 1973, Superintendent G. Leland Burningham felt a strong need to become acquainted with the needs of the district and to learn how people felt, generally, about the programs in operation in the school district.

With that in mind, a series of meetings were held in each cone with respective groups of parents who established the priorities of goals for their particular area. These results were combined with similar data from teachers and students in preparing a total district profile.

School board members and district administrators became thoroughly familiar with the outcome of the data. Administrators next participated in training sessions in the use of MBO's with specialists from the University of Utah.

Each administrator, working with staff members, developed three MBO's that could be used in his school to meet the most pressing needs that had been identified for the school or cone.

Roy Junior High School staff selected three MBO's for the 1978-79 school year.

1. Improve Basic Skills with Emphasis on Reading: A program that provokes school wide attention to the improvement of reading, effecting a higher level of mastery by Roy Junior High students to include word analysis and comprehension skills.

2. Redskin Success: A program where staff, students, and community will be involved in Self-Performance Achievement Records, Redskin Images, Self-Esteem Programs, Class Self-Selection, Adopt A Grandparent, Redskin One on One, and community services which includes TORSCA, Parental Volunteer Service, Free Enterprise Projects, and Community Council.

3. Metric System: A program where the metric system (The International System of Units) is integrated into the total school curriculum.

ROY JUNIOR HIGH SCHOOL

Self-Performance Achievement Recrod (SPAR)

The Self-Performance Achievement Record provides an opportunity for every member of the Roy Junior High staff to make a written commitment of what he feels are the most important personal growth objectives to be accomplished during a specified duration of time. It provides evaluation criteria for each person to measure success against what he has projected for himself. However, the growth plan may be altered as it becomes necessary to meet certain situations.

The Self-Performance Achievement Record not only allows one to make a commitment, but also serves as a motivarional instrument for intended accomplishments and accountability.

The staff generates data to get feedback about their efforts.

ROY JUNIOR HIGH SCHOOL

15 Minute Redskin Reading

"The man who can read but doesn't
is no better off than the man
who cannot read at all."

Roy Junior High School 15 Minute Redskin Reading is a program wherein every person in the school except the cooks spends 15 minutes each day reading appropriate literature. The 15 minute time block, scheduled from 10:38 to 10:53 AM, provides an opportunity for staff and students to read something of interest in the literary field. The purpose of the project is to establish good reading habits and to create within each individual a desire to read and to improve reading ability.

Since its inception at Roy Junior High School in the fall of 1972, the 15 minute reading program has been adopted by several elementary and junior high schools in the Weber County School District. Also, a large number of schools in Utah and possibly the nation have implemented the program following national, state, and local publicity by various media including educational publications. A number of inquiries about the program have been made from outside the Weber District.

Students, teachers, and other staff members have voted overwhelmingly to continue the "15 Minute Redskin Reading" at Roy Junior High.

Results of the Gates-MacGinitie Reading Test indicate that Roy Junior High students score very well when compared with the other junior high school in the district. We feel "15 Minute Redskin Reading contributed greatly to this success.

ROY JUNIOR HIGH SCHOOL

Redskin Images of Potentiality

The climate of the school contributes greatly to the success or failure of students, teachers, and administrators. It is the concensus of both faculty members and student leaders at Roy Junior High that we continue a program that emphasizes experiences and processes which help a person feel wanted, liked, and accepted. Our main goal is to improve the self-esteem of the students, teachers, custodians, cooks, secretaries, and administrators.

Students are assisted by the social studies teachers in completing a self-assessment checklist that is given at the beginning of the school year and again at the end of the year.

The checklist, hopefully, will help students achieve a measure of personal growth in interpersonal relationships and self-improvement practices.

Student SPAR's (Self-Performance Achievement Records) are completed at the beginning of the school year. These include goals the students set for a quarter or for the entire year. SPAR's are reviewed monthly by the students to determine evidence of success.

A questionnaire, developed by students, parents, and teachers, helps to identify success and assists in determining what goals are most important to improve our school climate.

Each year an inquiry letter is sent home inviting parents to participate in group discussions. A large number of parents respond and attend school where they become involved in the group discussions with students and staff.

The accomplishment of identified goals is not only important, but the process used also greatly improves the school climate.

ROY JUNIOR HIGH SCHOOL

Artist in School Program
(Dance/Movement Component)

Roy Junior High School is participating in the Artist in School Program. Under a special grant professional dance/movement specialists and a dance company will be placed in the school during the year to work with students and staff.

The primary purposes are:

1. To present dance as an art form.
2. To explore movement as a teaching tool.
3. To employ movement as a means of creating self-expression, self-awareness, and creativity in the students.

Cathryn Williams, a dance/movement specialist from New York City and an assistant will spend one week in November at Roy Junior High School. In May, Dan Maloney, also from New York, and his assistant will spend another week at the school. During this time they will work with students in a number of subject areas as well as about thirty students selected as a Core Group. Assemblies will be presented to the entire student body and the staff will be involved in some in-service training.

The Ririe-Woodbury Dance Company out of Salt Lake City will be at the school the week of February 5, 1979.. They also will present assemblies and instruction to the entire student body as well as working with individual classes and the Core Group. Their stay will be climaxed with a formal evening concert.

ROY JUNIOR HIGH SCHOOL

Redskin Self-Esteem One on One

This project was begun in the fall of 1974 and received its title from the sports world where basketball players play "One on One" to achieve individual success.

The purpose of the project is to help certain selected students improve their personal self-esteem. The project was implemented by the school administration and teachers from the "Redskin Center for Improving Self-Esteem."

Selected well-adjusted students--arrowheads--are assigned to work with less priviliged students--targets--in the program.

The first step is to identify the student--target--who may be experiencing particular problems in school or in life.

The second step is to select a student--arrowhead--who has a given talent, ability, or special personality that will compensate for the needs of the target student. An effort is being made to select many arrowheads from the well-adjusted students who are very capable, but who are not continually in the limelight as are they who participate in extra-curricular activities; thus, these students develop a sense of self-worth by offering a service to others.

Arrowheads are called to the special assignment by the school administration and personnel from the "Redskin Center for Improving Self-Esteem." They are asked to perform the following duties and any additional services that will help their targets:

1. Speak to the target every time he sees him in the halls, classroom, or other campus areas.
2. Invite the target to sit by him in the lunchroom at least once in two weeks or once each week if it is convenient.
3. Ask the target how he is doing in school and offer to assist him with homework before or after school.
4. Send the target a birthday card.
5. Arrowheads attend report Pow Wows on a regular basis.

Redskin Self-Esteem One on One (cont.)

It is not intended for the arrowhead to bring the target into his circle of friends. Roy Junior High students know their friends may be working with targets or may be targets.

Arrowheads will meet on ocassion in a Pow Wow where each one will report on his assignment with the target. The purpose of the Pow Wow is for participants to communicate ideas and to become motivated by sharing successful experiences. Also, some arrowheads may need assistance or ideas about how problems can be solved. Arrowheads may wish to consult with the adult staff member who called them if problems need to be solved before a Pow Wow is called.

An arrowhead who completes the goal, becomes ineffective, or asks to discontinue working with the target may be re-assigned or dismissed from the program.

Students serving as arrowheads will not only improve the self-esteem of the target with whom they work, but will also improve their own self-worth by rendering a service to fellow students and to the school.

ROY JUNIOR HIGH SCHOOL

Staff Redskin Self-Esteem One on One

During the first month of school, staff members (arrowheads) will identify approximately thirty-five students who are not well adjusted. They may be students who are experiencing particular problems in school or in life.

By September 30, each staff member will have chosen a target student. Each member will be asked to perform the following duties and any additional services that may help his target:

1. Speak to the target student every time he sees him in the hall, classroom, or other campus areas.
2. Off to assist the target student with homework.
3. Wish him a happy birthday. (Send birthday and Christmas cards.)
4. Become familiar with the student's hobbies, interests, and talents.

Staff arrowheads will meet in tribes on ocassion for a Pow Wow where each member will report on his assignment with the target student.

A project evaluation by arrowheads will be completed at the end of the school year to ascertain the accomplishments and to determine if the project should continue.

ROY JUNIOR HIGH SCHOOL

Weber County Memorial Hospital

and

Adopt A Grandparent

Students are organized at the school to visit the hospital to offer service to patients who do not have families or who have families living long distances from the hospital. Students visit their adopted grandparents at least twice each month.

Some services performed by students on a voluntary basis are:

1. Read to patients.
2. Write letters.
3. Play games.
4. Sing-a-longs.
5. Push patients in wheelchairs.
6. Remember birthdays and holidays. Students in arts and crafts make candles and homemaking students make cookies for Christmas gifts for adopted grandparents.
7. Assist hospital to serve meals to patients when dinners and cook-outs are held.

The underlying purpose of the project is to instill in the lives of students a sincere knowledge and feeling that service to others in need is an important ingredient in one's educational and lifetime experiences.

Approximately 100 Roy Junior High students per month are involved in making at least two visits, outside of school time, to their adopted grandparents.

SELF-WORTH AND HAPPINESS ARE OUTGROWTHS OF SERVICE.

ROY JUNIOR HIGH SCHOOL

Redskin Trails

Tribes or departments have prepared Redskin Trails that portray major concepts, sub-concepts, and terminal objectives that students will be exposed to during the time they are enrolled in a particular discipline, or during their three years at Roy Junior High. Students visually perceive the course offerings of a discipline in order to chart their travel along the trail.

In addition to the visual Redskin Trails located in the various departments, teachers have also prepared a guide booklet titled, "Roy Junior High School Redskin Trails." Each guide contains Roy Junior High School philosophy and goals, and curriculum information pertaining to content, scope and sequence, student alternatives, objectives, and methodology.

ROY JUNIOR HIGH SCHOOL

Class Self-Selection

All students at Roy Junior High have the opportunity to alter their schedules in order to do depth-quest study or to do exploration in a non-scheduled discipline. Those students who need to spend additional time in a class, desire to do depth-quest, or desire to explore another discipline, may alter their schedules by completing a Class Self-Selection form.

The form is initialed by the regular teacher and the teacher of the desired class, preferably one day in advance of Class Self-Selection. Students may then attend the desired class or perform the requested task under the direction of the selected staff member.

ROY JUNIOR HIGH SCHOOL

Positive Phone Calls or Letters to the Home

Unfortunately, nearly all communication between the school and home has been done on a negative basis dealing mostly with problem students. In the fall of 1972 Roy Junior High School implemented a program where teachers make parent contacts with phone calls or letters to report to them something positive that the student has accomplished.

Through this positive contact, the parent becomes aware of the student's performance over a short period of time, or performance with one assignment only.

ROY JUNIOR HIGH SCHOOL

A - B Week

Students and teachers in most schools agree that they are more susceptible to learning and teaching during the morning hours than they are during the afternoon classes; especially, right after lunch. Because of this accepted truism, Roy Junior High School initiated the A-B Week concept early in the 1973-1974 school year.

A-Week follows the traditional sequence of class periods with the schedule being periods 1 2 3 4 5 6 7. B-Week schedule is 1 7 6 4 5 3 2. This brings 6 and 7 into the morning hours when students are more receptive. Period 1 was not changed because of homeroom responsibilities of teachers. Because of the lunch hours, period 5 remains stable. Redskin Reading comes prior to 4th period. Periods 4 and 5 come early enough in the day that this time was not considered to be as critical as the traditional 6th and 7th periods.

When assemblies are held, necessitating classes to be omitted from the schedule, the periods are shortened or omitted on a rotational basis.

ROY JUNIOR HIGH SCHOOL

T O R S C A

Trophy of Redskin School - Community Achievement

The purpose of the TORSCA program is to provoke student pride and achievement in the school and in the community. The project is being implemented to produce outcomes similiar to those of the now defunct SCAT program. (TORSCA committee members will be selected from each grade.)

TORSCA objective is to involve students in activities that bring them personal development and satisfaction by their actively participating in school and community projects.

I. To keep the school and ground clean.

   A. Halls will be kept clean by assigned grades.

   B. Grades will be assigned the same halls as they decorate for spirit points.

   C. Points for the cleanest halls will be awarded by the TORSCA committee.

   D. The area in front of the office will assigned to different grades on a weekly basis.

   E. Campus areas will be assigned to grades.

   F. Double points will be lost if students from one grade litter the area of another grade intentionally.

II. Assembly behavior and participation in school activities will also help grades accrue points.

III. To assist the community with beautification projects.

   A. Grades will be assigned to clean-up various areas of the community.

   B. Additional points may be earned by grades for helping in the community with TORSCA committee approved projects such as helping the elderly.